Care of Disks

The micro-software program is recorded on the magnetic coating of the program disk, which is permanently sealed inside a protective cover. Do not touch the surface of the disk that is visible through the oval cutout in the protective cover. When the disk is not in use, it should be returned to its own envelope and stored in a safe place away from dust, magnetic fields, and temperature and humidity extremes. Do not bend, staple, or write on the disk or its protective cover with ball point pen or pencil.

Warranty

Troll Associates provides a lifetime guarantee on Troll micro-software disks. If any program disk is accidentally damaged or ever fails to load or run, simply return it to us for a free replacement.

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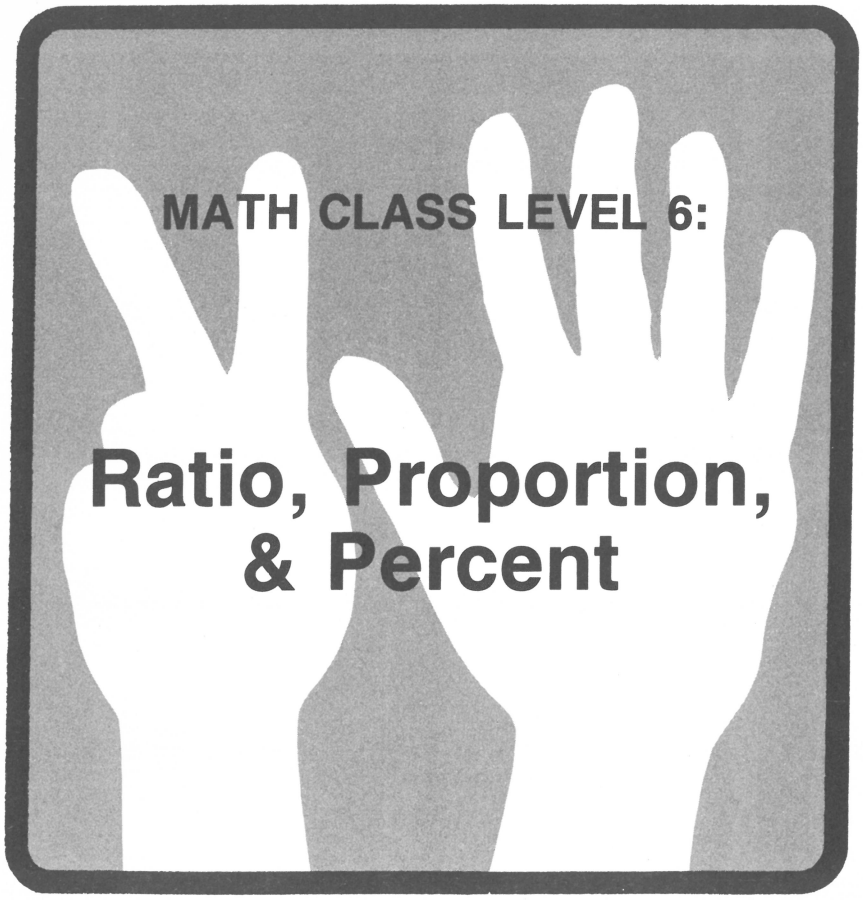
Troll MICRO

COURSEWARE

USER'S GUIDE



Troll Micro-Software

Troll Math Class
Level 6: Ratio, Proportion, & Percent
Micro User's Guide

System Requirements

1. Apple IIgs, IIc, IIe, II+, or II (with Applesoft and at least 48K of RAM).
2. One disk drive.
3. A TV set or video monitor (color is recommended).

How to Use This Program

Troll Math Class is designed to introduce students to basic math skills in a format that is entertaining as well as educational. Each level focuses on a specific concept and includes a variety of activities to teach and reinforce that skill. **Level 6: Ratio, Proportion, & Percent** introduces and provides practice in ratios, proportions, percent, and probability.

Getting Started

Insert the program disk into the disk drive with the label facing up and the oval cutout facing away from you. Close the door on the disk drive and turn on the monitor and computer. The red light on the disk drive will light up as the program loads.

NOTE: Some Apple computers require that PR#6 be typed before the program begins loading.

When the program has loaded, the Troll logo will appear, followed by the title. The student is then asked to enter his or her name, and whether sound is desired. Then the menu appears:

1 Ratio (Side Kick)
2 Proportion (Team Spirit)
3 Using Ratios & Proportions (Tundra Trek)
4 Percent (Marathon)
5 Using Percent (What a Sport)
6 Probability (Alley Cat)

The student presses a number to choose the corresponding activity, which will load and run automatically. The student may press C to see the credit screen or Q to quit the program.

Special Keys

	H	Help
CONTROL	X	Return to Menu
CONTROL	O	Turn Sound On or Off

Ratio (Side Kick)

Objectives: Students learn to recognize and enter ratios.

A number of footballs and soccer balls are presented. The student enters the ratio of footballs to soccer balls by typing the number of footballs followed by the number of soccer balls.

Proportion (Team Spirit)

Objectives: Students learn to recognize and enter proportions, and use them to solve problems.

A coach is shown in a sporting goods store, where he must provide each member of his team with a piece of equipment. The student uses a proportion to determine the total cost of the number of items needed to outfit the team.

Using Ratios & Proportions (Tundra Trek)

Objectives: Students use ratios and proportions to determine distances.

A number of flags is presented between a skier and his destination. The student determines the distance from the skier to his destination, based on a given scale.

Percent (Marathon)

Objectives: Students learn to recognize and enter percent.

A number of marathon runners are presented. Some of the runners are identified as being in a particular category. The student determines the percent of runners in that category.

Using Percent (What a Sport)

Objectives: Students use percent to determine discounts and taxes.

A customer buying an item in a sporting goods store is presented. The student calculates the indicated tax or discount, and determines the final cost.

Probability (Alley Cat)

Objective: Students learn to determine simple probabilities.

A bowler in a bowling alley is presented, along with a number of striped pins and solid color pins. After the student is told that the bowler will knock down all but one of the pins, he or she must determine the probability that the remaining one will be a striped pin or a solid color pin.